

UAPB ASSESSMENT MANUAL

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Assessment is a process designed to enable and monitor the continuous improvement of student learning outcomes. Assessment at the University of Arkansas at Pine Bluff follows the Student Assessment Plan (see the plan at http://www.uapb.edu/administration/academic_affairs/assessment.aspx). Assessment is coordinated through the Office of Assessment. The Director of Assessment and the Assessment Management System Administrator work with curricular and co curricular programs to identify student learning outcomes (SLOs), design authentic assessments, summarize and synthesize assessment data, and plan for improvement of student learning, based on assessment data analyses and interpretations. The University has adopted LiveText as its assessment management system. LiveText allows rubric-based assessments of student learning outcomes and archiving of student assignments (i.e. artifacts) for further consideration.

The Assessment process requires participation of numerous actors at multiple levels. Assessment actions and activities are coordinated through the Office of Assessment, but the process requires cooperation within and among units in most divisions of the University. The purpose of this handbook is to outline expectations and responsibilities of administrators, co curricular program directors, deans, school-wide assessment point people, chairs, departmental assessment point people, and instructors. Expectations and responsibilities revolve around a cycle of assessment (see Appendix A) that follows the academic year, beginning in July and ending in June. This handbook is organized by position, such that anyone can determine his or her assessment responsibilities on a month-by-month basis. With the cooperation of all parties involved, UAPB can use the assessment process to drive change and improve learning outcomes for our students.

1. Vice Chancellors and Cabinet Level Administrators

Several Vice Chancellors and Cabinet Level Administrators (e.g. Student Affairs; Research, Innovation, and Economic Development; Enrollment Management and Student Success, Athletics) have co curricular programs within their purview. Those division heads might work with their Co Curricular Program Directors to ensure that such programs are integrated within the Student Assessment Plan and contribute to the improvement of student learning on the UAPB campus.

In July, the Vice Chancellors and Cabinet Level Administrators review the preliminary annual assessment report from the previous academic year. Based on the analyses and interpretations of co curricular program assessment data, the Vice Chancellors and Cabinet Level Administrators, in collaboration with co curricular program personnel, determine “What will be done to improve student learning?” in their respective programs. Those plans are explicitly stated by the respective Co Curricular Program Directors in the preliminary annual assessment report, and returned to the Office of Assessment by the end of July. In September, the Vice Chancellors and Cabinet Level Administrators review the final annual assessment report from the previous academic year.

Periodically throughout the year, Vice Chancellors and Cabinet Level Administrators should review the progress of co curricular programs in making changes for improvement and in continuing to do authentic assessments in their programs.

In January, Vice Chancellors and Cabinet Level Administrators consider the student learning outcomes of each of their co curricular programs. If changes are to be made for the next academic year, the Vice

Chancellor or Cabinet Level Administrator should articulate those changes in writing to the Office of Assessment along with the direct or indirect method of assessment to be used in the co curricular program to assess progress toward the new learning outcomes.

2. Academic Affairs Vice Chancellor

The Vice Chancellor of Academic Affairs supervises the Office of Assessment. Decisions, purchases, and travel for the Office of Assessment are approved through the Vice Chancellor of Academic Affairs. The Vice Chancellor of Academic Affairs, in conjunction with the Office of Assessment, determines the University-wide SLOs. In July, the Vice Chancellor of Academic Affairs reviews the preliminary annual assessment report from the previous academic year. In particular, the Vice Chancellor will review data for University-wide student learning outcomes aggregated across all academic units.

Plans to improve University-wide student learning outcomes at the University level are initiated from the Office of the Vice Chancellor of Academic Affairs. Such plans for improvement are conceived during July, outlined in the preliminary annual assessment report and returned to the Office of Assessment for inclusion in the final annual assessment report. The plans are shared with instructors at the beginning of the academic year (i.e. August), and monitored throughout the academic year. The Vice Chancellor of Academic Affairs reviews and approves the plans for improvement of student learning outcomes devised by schools and departments, which are subsequently included in the final annual assessment report due for completion by the end of September each year.

Throughout the academic year, the Vice Chancellor of Academic Affairs encourages academic units to follow through with their unit-wide plans for improvement of student learning outcomes and encourage Deans to monitor rubric-based assessments within departments outlined in departmental curriculum maps. In January, the Vice Chancellor of Academic Affairs meets with the Director of Assessment to discuss and finalize University-wide SLOs for the next academic year. Generally, the University-wide SLOs are prescribed in the Student Assessment Plan. Reconsideration of the University-wide SLOs should take place in January, so that departments can prepare curriculum maps for the next academic year during the spring term.

3. Academic Deans

Academic Deans are responsible for assessment activities within their school. In July, Deans should review the preliminary annual assessment report from the previous academic year. In particular, Deans should review data for University-wide and School-wide student learning outcomes aggregated for their school, and aggregated for individual departments in their school. Deans work with Chairs and instructors to plan activities and implement changes at the school and department level designed to improve learning outcomes. The plans for improvement are outlined in the preliminary annual assessment report and returned to the Office of Assessment in July, for inclusion in the final annual assessment report.

Deans review the final annual assessment report in September. Throughout the academic year, Deans monitor the progress of rubric-based assessments in each department of the school. Assessments should be occurring according to departmental curriculum maps. Throughout the academic year, Deans monitor

School and departmental activities designed to improve student-learning outcomes, as outlined for each School and department in the previous year's final annual assessment report. Deans also encourage Chairs to monitor rubric-based assessments and departmental activities designed to improve student learning.

In January, Deans consider School-wide student learning outcomes for the next academic year. Reconsideration of School-wide SLOs should take place in January, so that departments can prepare curriculum maps for the next academic year during the spring term.

4. School-wide Assessment Point Person

Deans will identify an assessment point person for their school. This individual is typically someone from the Dean's office or on the Dean's staff. The school-wide assessment point person reviews the preliminary annual assessment report in July, helps the Dean interpret data and plans activities designed to improve learning outcomes throughout the school. The school-wide assessment point person makes sure the Dean returns the preliminary assessment report to the Office of Assessment, with plans for improvements, by the end of July.

In conjunction with the Dean, the school-wide assessment point person reviews the final annual assessment report in September, noting specific departmental initiatives designed to improve student learning outcomes. The school-wide assessment point person reminds and helps the Dean monitor progress, throughout the academic year, of initiatives designed to improve learning outcomes.

The responsibilities of the school-wide assessment point person also include running reports in LiveText that indicate the level of assessment activities occurring in the School and in individual departments at strategic times during the academic year. Particularly, the school-wide assessment point person is responsible for reminding the Dean of important assessment deadlines.

5. Academic Department Chair

Academic department Chairs are ultimately responsible for assessment activities within their department. In July, Chairs are responsible for reviewing the preliminary annual assessment report. In particular, Chairs should review data from senior assessments and data on University-wide and School-wide student learning outcomes aggregated for their school and aggregated for their department. Chairs should work with Deans and instructors to plan activities and implement changes at the department level designed to improve learning outcomes. The department's plans for improvement are outlined in the preliminary annual assessment report and returned to the Office of Assessment in July for inclusion in the final annual assessment report.

In August, Chair should meet with instructors to review the department's curriculum map for the current academic year. Each instructor should know, based on the curriculum map, what rubric-based assessments are expected from the classes the instructor teaches during both terms of the academic year. Likewise, in August, Chairs should review with instructors, the preliminary annual assessment report from the previous academic year. This review should include a careful consideration of the University-

wide, School-wide, and departmental plans for improving student learning outcomes included in the preliminary annual assessment report.

In September, the Chair should review with instructors the final annual assessment report from the previous academic year. In particular, the Chair should ensure that instructors understand the department's plans for improving student learning and each instructor's role in those improvement plans.

By September 10, the Chair should announce the date for the fall term Senior Assessment. By October 20, administration of the first Senior Assessment should have occurred and the Scantron score sheets should have been provided to the Office of Assessment (Mr. Arthur Thomas) for scoring. If necessary, by November 19, administration of the second Senior Assessment should have occurred, with the Scantron score sheets provided to the Office of Assessment (Mr. Arthur Thomas) for scoring. By the end of the fall term, revisions of the Senior Assessment for the spring term should have been provided to the Office of Assessment.

Throughout the academic year, Chairs should be monitoring rubric-based assessments conducted by instructors within the department. Actual assessment activities should be compared to those planned in the departmental curriculum map. The Chair should encourage instructors to complete the assessments outlined in the curriculum map. The Chair should monitor the progress of the department relative to the plans for improvement of student learning outcomes identified in the final assessment report from the previous academic year.

By January 31, the Chair should announce the date for the spring term Senior Assessment. In February, the Chair should work with instructors to complete a curriculum map for the upcoming academic year. The curriculum map will indicate how the department plans to assess the introduction, reinforcement, and assessment of mastery of the two University-wide and two School-wide student learning outcomes for the upcoming academic year. The Chair and the instructors will indicate approximately three places for each of the four student learning outcomes where key assessments will occur. Hence, the map will include approximately 12 key assessments for each department. Graduate programs should plan one key assessment of each of the two University-wide and two School-wide student learning outcomes.

By March 15, administration of the first Senior Assessment should have occurred and the Scantron score sheets should have been provided to the Office of Assessment (Mr. Arthur Thomas) for scoring. If necessary, by April 15, administration of the second Senior Assessment should have occurred, with the Scantron score sheets provided to the Office of Assessment (Mr. Arthur Thomas) for scoring. By the end of the spring term, revisions of the Senior Assessment for the forthcoming fall term should have been provided to the Office of Assessment.

6. Department Assessment Point Person

The Chair should identify an assessment point person for the department. This individual is typically an instructor within the department familiar with the department's curriculum. The Department Assessment Point Person reviews the preliminary annual assessment report in July, helps the Chair interpret data and plans departmental activities designed to improve learning outcomes. The Department Assessment Point

Person makes sure the Chair returns the preliminary assessment report to the Office of Assessment, with plans for improvements, by the end of July.

In conjunction with the Chair, the Department Assessment Point Person reviews the final annual assessment report in September, noting specific departmental assessment initiatives designed to improve student learning outcomes. The Department Assessment Point Person reminds and assists the Chair in monitoring progress of departmental initiatives designed to improve learning outcomes.

The responsibilities of the Department Assessment Point Person also include running reports in LiveText that indicate the level of assessment activities occurring in the department, at strategic times during the academic year. Particularly, the Department Assessment Point Person is responsible for reminding the Chair of important assessment deadlines.

7. Instructors

Instructors play a vital role in the assessment process. In August, instructors should review the department curriculum map for the current academic year. The department curriculum map is completed, with the help of the Chair and instructors, in February of the previous academic year. Pursuant to the review of the department curriculum map, instructors should undertake the rubric-based assessments, outlined in the curriculum map, for which they are responsible.

Also in August, with the Chair and Department Assessment Point Person, instructors should review the preliminary annual assessment report. In particular, instructors should become familiar with the specific department efforts, outlined in the preliminary annual assessment report, designed to improve student learning outcomes. Instructors undertake these improvements and then monitor changes in student learning through continued rubric-based assessments of student learning outcomes throughout the academic year.

In February, instructors, Chairs, and Department Assessment Point Person will construct department curriculum maps for the upcoming academic year. University-wide and School-wide student learning outcomes for the upcoming academic year will be finalized by Deans and the Office of Assessment in January. The Office of Assessment will distribute preliminary departmental curriculum maps to each department. Instructors will take responsibility for key assessments in their courses, such that key assessments will occur three times during the upcoming academic year for each of the four learning outcomes. The Office of Assessment is requesting one key assessment of each student learning outcome per academic year for graduate programs. By participating in the construction of the departmental curriculum map, each instructor will be aware of what rubric-based assessments are expected from each instructor during the subsequent academic year.

8. Co Curricular Program Directors

Co Curricular Programs are an integral part of the learning process at UAPB. In July, Co Curricular Program Directors meet with their division head and staff to review the preliminary annual assessment report from the previous academic year. Based on the analyses and interpretations of co curricular program assessment data, the staff will determine “What will be done to improve student learning?” in

their respective programs. Those plans will be explicitly outlined in the preliminary annual assessment report and returned to the Office of Assessment by the end of July.

In September, the Co Curricular Program Director will review the final annual assessment report for the previous academic year, highlighting the specific actions necessary to improve learning outcomes in the respective Co Curricular Programs.

Throughout the academic year, Co Curricular Program Directors will work with their staff to implement improvements of student learning outlined in the annual assessment report. In October, the Co Curricular Program Director will meet with the Office of Assessment to review activities for improvement of learning outcomes. In January, the Co Curricular Program Director will discuss with staff possible changes to learning outcomes and possible changes to methods of assessment for the co curricular program. Confirmation of the status quo or indications of changes in learning outcomes for the next academic year should be sent to the Office of Assessment by the end of January. In March, the Co Curricular Program Director will meet with the Director of Assessment to review assessment activities and actions to improve learning outcomes, which are occurring during the current academic year.

In May, the Co Curricular Program Director will submit assessment material for their co curricular program, which will be included in the preliminary annual assessment report. The material to be submitted will include: a) What should the student learn or gain by participation in the co curricular program; b) What did the assessment show; and c) What will be done to improve the outcome next academic year.

9. Assessment Director

The Assessment Director reports directly to the Vice Chancellor of Academic Affairs. The Assessment Director is responsible for coordinating all aspects of assessment of student learning outcomes across campus. The AD supervises the Assessment System Administrator and oversees the Office of Assessment, including budgeting, purchasing, and reporting assessment activities for accreditation and other needs.

In July, the AD provides the preliminary annual assessment report to the campus. The AD meets with administrators and department Chairs to review, discuss, and interpret the preliminary annual assessment report from the previous academic year. In August, upon request, the AD will meet with Chairs and instructors to interpret assessment data from the previous academic year, and finalize departmental plans for improvement of student learning outcomes. Also in August, the AD will distribute the departmental curriculum maps for the current academic year, so that instructors will know what assessment activities are expected at the beginning of the academic year. The AD will review the Alumni Survey with the Assessment System Administrator and revise as needed.

In September, the AD will compare the keycodes on hand to those required for the fall term and purchase more keycodes as needed. In October, the AD will read and revise the Student Assessment Plan as necessary and check the progress of assessment activities in co curricular programs.

Periodically throughout the fall semester, the AD will monitor the number of professors undertaking rubric-based assessments and compare activities to departmental curriculum maps.

In November, the AD will review the results of the Alumni Survey with the Assessment System Manager. In December, the AD will review assessment activities and create a mid-year assessment activity report, to be provided to division, school, department, and program administrators. Working with the Assessment System Administrator, the AD will move fall Senior Assessment data into the exit level databases.

In January, the AD will discuss University-wide student learning outcomes for the upcoming academic year with the Vice Chancellor of Academic Affairs, and confirm School-wide student learning outcomes with respective Deans. The AD will distribute proposed curriculum maps to department chairs to facilitate assessment planning for the upcoming academic year. The AD will un-invite instructors and students who did not claim LiveText keycodes during the fall term and purchase more keycodes as needed for the spring term.

In March, the AD collects and reviews department curriculum maps for the upcoming academic year. The AD will also attend the Higher Learning Commission annual meeting in Chicago during March.

Periodically through the spring semester, the AD will monitor the number of professors undertaking rubric-based assessments and compare activities to departmental curriculum maps. In March, the AD orders the CAAP exam scores for the current academic year.

In May, the AD requests assessment data and preliminary reports for all co curricular programs. In addition, the AD checks with department Chairs to see if any revisions will be made to the Senior Assessment in the upcoming academic year. The AD ensures that all current academic year assessment data are in the correct databases, including data from external standardized testing services (ACT, Praxis, etc.).

June is reserved primarily for analysis and interpretation of assessment data and creating of the preliminary annual assessment report. The AD also un-invites students and instructors who have not claimed their LiveText keycodes. More keycodes are purchase for the upcoming fall term, as necessary, before the end of the academic year. Likewise, orders for more Scantron forms should be completed before the end of the academic year.

10. Assessment System Administrator

The Assessment System Administrator is supervised by the Assessment Director. The primary responsibility of the Assessment System Administrator is management of the University's LiveText account.

In July, the Assessment System Administrator might attend the Higher Learning Commission's Professional Development Week, including the Assessment and the Persistence & Completion portions of the Professional Development Week. Alternatively, the Assessment System Administrator might attend the LiveText Conference, which is also held in July. The Assessment System Administrator has responsibility for creation of the active term in LiveText, utilizing the course catalog, student roster, and student profile files from Active Excel. The Assessment System Administrator is responsible for distributing LiveText keycodes to new instructors and students for the Summer II term.

In August, the Assessment System Administrator has responsibility for creation of the fall term in LiveText, utilizing the course catalog, student roster, and student profile files from Active Excel for the fall term. The Assessment System Administrator is responsible for distributing LiveText keycodes to new instructors and students. The Assessment System Administrator will attend the New Faculty and Staff session during the Faculty/Staff Seminar and introduce new faculty to assessment and LiveText. If necessary, the Assessment System Administrator will conduct LiveText instructor training in the STEM computer lab during the dead hours on Tuesday and Thursday during the early part of the term. Also in August, the Assessment System Administrator reviews the Alumni Survey determines whether edits are required, and tests the survey if edits are made.

In September, the Assessment System Administrator continues to update the course catalog, student roster, and student profile in LiveText; manage keycodes; and provide LiveText training to new instructors. The Assessment System Administrator obtains entry level data for the fall term from Institutional research and appends those data to the bottom of the entry level database. Also in September, the Assessment System Administrator obtains alumni emails from Career Services, departments, Alumni Affairs, and the National Alumni Association. The new emails will be included in the alumni email database.

In October, the Assessment System Administrator in collaboration with the Assessment Director should revise the Student Assessment Plan as necessary. The Assessment System Administrator should check in with co curricular programs to see that plans for improvement are being followed and assessments for the current academic year are occurring. The ASA should also continue with LiveText administration responsibilities. The ASA should conduct the Alumni Survey during October, and by the end of the month, should have scored the first Senior Assessment for the fall term from each department and returned those scores to the respective departments. In conjunction with the Director of Assessment, the ASA should reach out to all co curricular programs and insure that improvement plans are implemented and assessments are occurring.

By the end of November, the ASA should have scored the second administration of Senior Assessments and returned those scores to the respective departments, entered the Senior Assessment Scores in Colleague, summarized Alumni Survey data, and reviewed the Alumni Survey summary with the Assessment Director. In December, the ASA should have worked with the DA to get fall term Senior Assessment data from Scantron sheets and from standardized testing services into the exit level databases for respective departments.

In January, the Assessment System Administrator has responsibility for creation of the spring term in LiveText, utilizing the course catalog, student roster, and student profile files from Active Excel. The Assessment System Administrator is responsible for distributing LiveText keycodes to new instructors and students. If necessary, the Assessment System Administrator will conduct LiveText instructor training in the STEM computer lab during the dead hours on Tuesday and Thursday during the early part of the term.

In February, the Assessment System Administrator continues to update the course catalog, student roster, and student profile in LiveText; manage keycodes; and provide LiveText training to new instructors. The Assessment System Administrator obtains entry level data for the spring term from Institutional research and appends those data to the bottom of the entry level database.

By March 25, the ASA should have scored the first Senior Assessment from each department for the spring term and returned those scores to the respective departments. By April 20, the ASA should have scored the second administration of Senior Assessments and returned those scores to the respective departments. By April 25, the ASA should have entered the Senior Assessment Scores in Colleague. In conjunction with the Director of Assessment, the ASA should reach out to all co curricular programs and insure that improvement plans are implemented and assessments are occurring.

Early in May, the ASA should request preliminary assessment data from Co Curricular Program Directors. The preliminary assessment data should be compiled into the co curricular appendix to the preliminary annual assessment report. The ASA should acquire CAAP scores from the Director of Assessment and append them to the mid-level database. The ASA should work with the DA to get spring term Senior Assessment data from Scantron sheets and from standardized testing services into the exit level databases for respective departments. The ASA should work with the DA to get all assessment data ready for analysis and interpretation, which will occur in June. Also in May, the Assessment System Administrator has responsibility for creation of the Summer I term in LiveText, utilizing the course catalog, student roster, and student profile files from Active Excel. The Assessment System Administrator is responsible for distributing LiveText keycodes to new instructors and students.

In June, the ASA will work with the AD to analyze longitudinal assessment data (entry, mid, exit, and follow-up), rubric-based assessment data from LiveText, and co curricular data. The ASA will help author the preliminary annual assessment report.

Appendix A.

Actor(s)	Component of Assessment	July	August	September	October	November	December
Vice Chancellors and Cabinet Level Administrators	SLOs in Co Curricular Programs						
	Assessment analyses and improvements to student learning	Vice Chancellors and Cabinet Level Administrators review the preliminary annual assessment report from the previous AY. They determine, in collaboration with program personnel, what co curricular programs (within their division) should be doing to improve student learning. Those plans for improvement should be explicitly stated by the co curricular program Director in the preliminary annual assessment report and sent back to the Director of Assessment.		Vice Chancellors and Cabinet Level Administrators review the final annual assessment report from the previous AY and encourage all co curricular programs in their division to undertake changes planned to improve student learning.		Vice Chancellors and Cabinet Level Administrators should periodically review activities of their co curricular programs to insure that improvement plans are being implemented and assessments are being conducted	
Academic Affairs Vice Chancellor	University-wide SLOs						
	Rubric-based Assessments			Encourage Deans to check progress of rubric-based assessments according to departmental curriculum maps		Encourage Deans to check progress of rubric-based assessments according to departmental curriculum maps	
	Assessment analyses and improvements to student learning	Review preliminary assessment report from previous AY and determine "what will be done to improve student learning?" at the university level. Send plans for improvement to Office of Assessment		Review final assessment report from previous AY and make suggestions to Deans regarding plans for improvement	Implement planned improvements to student learning at University level	Implement planned improvements to student learning at University level	Implement planned improvements to student learning at University level

Actor(s)	Component of Assessment	January	February	March	April	May	June
Vice Chancellors and Cabinet Level Administrators	SLOs in Co Curricular Programs	Discuss Co Curricular Program SLO(s) with Directors and program staff. Determine SLO(s) and methods of direct or indirect assessment for next AY with Co Curricular Program Directors.					
	Assessment analyses and improvements to student learning			Vice Chancellors and Cabinet Level Administrators should periodically review activities of their co curricular programs to insure that improvement plans are being implemented and assessments are being conducted		Vice Chancellors and Cabinet Level Administrators should periodically review activities of their co curricular programs to insure that improvement plans are being implemented and assessments are being conducted	
Academic Affairs Vice Chancellor	University-wide SLOs	With Office of Assessment, determine university-wide SLOs and rubrics for next AY.					
	Rubric-based Assessments		Encourage Deans to check progress of rubric-based assessments according to departmental curriculum maps		Encourage Deans to check progress of rubric-based assessments according to departmental curriculum maps		
	Assessment analyses and improvements to student learning	Implement planned improvements to student learning at University level	Implement planned improvements to student learning at University level	Implement planned improvements to student learning at University level	Implement planned improvements to student learning at University level	Implement planned improvements to student learning at University level	

Actor(s)	Component of Assessment	July	August	September	October	November	December
Academic Deans	School-wide SLOs						
	Rubric-based Assessments			Encourage Chairs to check progress of rubric-based assessments according to departmental curriculum maps		Encourage Chairs to check progress of rubric-based assessments according to departmental curriculum maps	
	Assessment analyses and improvements to student learning	Review preliminary assessment report from previous AY and determine "what will be done to improve student learning?" at the school level. Send plans for improvement to Office of Assessment		Review final assessment report from previous AY and make suggestions to Chairs regarding plans for improvement	Implement planned improvements to student learning at school level	Implement planned improvements to student learning at school level	Implement planned improvements to student learning at school level
School-wide Assessment Point Person		With Dean, review preliminary assessment report from previous AY and determine "what will be done to improve student learning?" at the school level.		With Dean, review final assessment report from previous AY.	With Dean, implement planned improvements to student learning at school level	With Dean, implement planned improvements to student learning at school level. Help Dean check progress of rubric-based assessments	With Dean, implement planned improvements to student learning at school level

Actor(s)	Component of Assessment	January	February	March	April	May	June
Academic Deans	School-wide SLOs	With school-wide assessment point person and Chairs, determine School-wide SLOs and rubrics for next AY.					
	Rubric-based Assessments		Encourage Chairs to check progress of rubric-based assessments according to departmental curriculum maps		Encourage Chairs to check progress of rubric-based assessments according to departmental curriculum maps		
	Assessment analyses and improvements to student learning	Implement planned improvements to student learning at school level	Implement planned improvements to student learning at school level	Implement planned improvements to student learning at school level	Implement planned improvements to student learning at school level	Implement planned improvements to student learning at school level	
School-wide Assessment Point Person		With Dean, implement planned improvements to student learning at school level	With Dean, implement planned improvements to student learning at school level. Help Dean check progress of rubric-based assessments	With Dean, implement planned improvements to student learning at school level	With Dean, implement planned improvements to student learning at school level. Help Dean check progress of rubric-based assessments	With Dean, implement planned improvements to student learning at school level	

Actor(s)	Component of Assessment	July	August	September	October	November	December
Academic Department Chair	SLOs and Curriculum Maps		With Department Assessment Point Person and Instructors, review the curriculum map for the current AY				
	Rubric-based Assessments			Compare rubric-based assessments in department to curriculum map and urge Instructors to follow the map		Compare rubric-based assessments in department to curriculum map and urge Instructors to follow the map	
	Assessment analyses and improvements to student learning	Review preliminary assessment report from previous AY and consider "what will be done to improve student learning?" at the department level	With Department Assessment Point Person and Instructors, review preliminary assessment report from previous AY and finalize "what will be done to improve student learning?" at the department level. Send plans for improvement to Office of Assessment	Review final assessment report with faculty and implement plans for improvement of student learning at department level	Implement planned improvements to student learning	Implement planned improvements to student learning	Implement planned improvements to student learning
	Senior Assessments			Sep 10: Announce date of Senior Assessment for current term	Oct 20 - First administration of Senior Assessment using Office of Assessment Scantron form and submit Scantron forms to Office of Assessment for scoring	Nov 19 - Second administration of Senior Assessment using Office of Assessment Scantron form and submit Scantron forms to Office of Assessment for scoring	Finish revisions of the Senior Assessment for next Term. Send copy of Senior Assessment and answer key form to Office of Assessment
Department Assessment Point Person		With Chair, review preliminary assessment report from previous AY and determine "what will be done to improve student learning?" at the department level.	With Chair and Instructors, review the curriculum map for the current AY. With Chair and Instructors, review preliminary assessment report from previous AY and finalize "what will be done to improve student learning?" at the department level.	Help Chair monitor progress of rubric-based assessments. Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level. With Chair, review final assessment report from previous AY.	Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level.	Help Chair monitor progress of rubric-based assessments. Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level.	Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level.

Actor(s)	Component of Assessment	January	February	March	April	May	June
Academic Department Chair	SLOs and Curriculum Maps		Work with Instructors to complete curriculum map for next AY, based on university-wide and school-wide SLOs. Send map to Office of Assessment				
	Rubric-based Assessments		Compare rubric-based assessments in department to curriculum map and urge Instructors to follow the map		Compare rubric-based assessments in department to curriculum map and urge Instructors to follow the map		
	Assessment analyses and improvements to student learning	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	
	Senior Assessments	Jan 31: Announce date of Senior Assessment for current term		Mar 15 - First administration of Senior Assessment using Office of Assessment Scantron form and submit Scantron forms to Office of Assessment for scoring	Apr 15 - Second administration of Senior Assessment using Office of Assessment Scantron form and submit Scantron forms to Office of Assessment for scoring	Finish revisions of the Senior Assessment for next Term. Send copy of Senior Assessment and answer key form to Office of Assessment	
Department Assessment Point Person		Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level.	Help Chair monitor progress of rubric-based assessments. Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level.	Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level.	Help Chair monitor progress of rubric-based assessments. Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level.	Work with Instructors to conduct rubric-based assessments per curriculum map. Help Chair implement planned improvements to student learning at department level.	

Actor(s)	Component of Assessment	July	August	September	October	November	December
Instructors	SLOs and Curriculum Maps		Review the curriculum map for the current AY with Chair				
	Rubric-based Assessments			Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY	Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY	Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY	Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY
	Assessment analyses and improvements to student learning		With Chair and Departmental Assessment Point Person, review preliminary assessment report from previous AY and determine "what will be done to improve student learning?" at the department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level
Co Curricular Program Director	SLOs in Co Curricular Programs						
	Assessment analyses and improvements to student learning	With division head and Program personnel, review preliminary assessment report from previous AY and determine "what will be done to improve student learning?" Send plans for improvement to Director of Assessment	Implement plans for improvement	With Program Personnel, review final assessment report from previous AY. Implement plans for improvement.	Meet with Director of Assessment to review assessments. Implement improvement plans in co-curricular programs	Implement plans for improvement	Implement plans for improvement

Actor(s)	Component of Assessment	January	February	March	April	May	June
Instructors	SLOs and Curriculum Maps		Work with Chair to complete curriculum map for next AY, based on university-wide and school-wide SLOs.				
	Rubric-based Assessments	Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY	Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY	Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY	Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY	Conduct rubric-based assessments of University-wide and School-wide SLOs according to curriculum map for current AY	
	Assessment analyses and improvements to student learning	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	Implement planned improvements to student learning at department level	
Co Curricular Program Director	SLOs in Co Curricular Programs	With division head and program staff, determine SLO(s) and methods of direct or indirect assessment for next AY. Send new SLOs and methods of assessment to Director of Assessment.					
	Assessment analyses and improvements to student learning	Implement plans for improvement	Implement plans for improvement	Meet with Director of Assessment to review assessments. Implement improvement plans in co-curricular programs	Implement plans for improvement	Submit Assessment Report from Co-Curricular Program to Director of Assessment	

Actor(s)	Component of Assessment	July	August	September	October	November	December
Director of Assessment	SLOs and Curriculum Maps		Re-distribute departmental curriculum maps for current AY to respective instructors, especially new instructors.				
	Rubric-based Assessments			Compare rubric-based assessments in department to curriculum map and urge chairs to encourage instructors to follow curriculum map for current AY		Compare rubric-based assessments in department to curriculum map and urge chairs to encourage instructors to follow curriculum map for current AY	
	Assessment analyses and improvements to student learning	With Chairs, assessment point people, and Directors, review preliminary assessment report from previous AY and consider "what will be done to improve student learning?" at the department or program level. Confirm contact information for Deans, school-wide assessment point people, Chairs, departmental assessment point people, and Directors.	Meet with Deans, Chairs, Instructors, and Directors to discuss preliminary assessment report and discuss plans for improvement of student learning. Finalize assessment report when schools, departments, and programs have reported plans for improvement. Submit final assessment report for previous AY to Vice Chancellor, Deans, Chairs, assessment point people, and Directors.		Re-read and revise Student Assessment Plan as necessary		Write Mid-year Assessment Activity Report and distribute to Vice Chancellor of Academic Affairs, Deans, Chairs, assessment point people, and Directors.
	Co Curricular Assessment				Check on assessments and improvement plans in co-curricular programs.		
	LiveText Keycode Management			Check number of keycodes and purchase more if required for fall term			
	Assessment and LiveText Training	Submit space request form for STEM computer lab for LiveText training.	Conduct new faculty Assessment and LiveText training during dead hours Tue/Thur in STEM computer lab	Conduct new faculty Assessment and LiveText training during dead hours Tue/Thur in STEM computer lab			Submit space request form for STEM lab for LiveText training.
	Mid Level Assessments						
	Exit Level (Senior) Assessments						Get fall Senior Assessment data into Exit level databases
	Follow Up Assessments (Alumni Survey)		Review Alumni Survey and edit as necessary. Test edited Alumni Survey.			Review Alumni Survey results with Assessment System Manager	
	Professional Development						

Actor(s)	Component of Assessment	January	February	March	April	May	June
Director of Assessment	SLOs and Curriculum Maps	Discuss and confirm university-wide and school-wide SLOs for next AY. Submit proposed curriculum maps for next AY to Chairs	Remind Chairs that curriculum maps for next academic year are due at end of February	Compile final curriculum maps for all departments		Distribute departmental curriculum maps for next AY to instructors	
	Rubric-based Assessments		Compare rubric-based assessments in department to curriculum map and urge chairs to encourage instructors to follow curriculum map for current AY		Compare rubric-based assessments in department to curriculum map and urge chairs to encourage instructors to follow curriculum map for current AY		
	Assessment analyses and improvements to student learning						Analyze longitudinal assessment data. Analyze rubric-based assessments. Analyze co-curricular assessments. Write preliminary assessment report. Submit to Vice Chancellor of Academic Affairs, Deans, Chairs, assessment point people, and Directors.
	Co Curricular Assessment			Check on assessments and improvement plans in co-curricular programs.		Request Assessment Reports from Co-Curricular programs	
	LiveText Keycode Management	Uninvite students and instructors with unclaimed keycodes and purchase more if required for spring term.					Uninvite students and instructors with unclaimed keycodes and purchase number likely required for next fall term
	Assessment and LiveText Training	Conduct new faculty Assessment and LiveText training during dead hours Tue/Thur in STEM computer lab	Conduct new faculty Assessment and LiveText training during dead hours Tue/Thur in STEM computer lab				
	Mid Level Assessments				Order CAAP exam scores from current AY.		
	Exit Level (Senior) Assessments					Check with Chairs to see if any revisions to Senior Assessments will occur next year. Get spring Senior Assessment data into Exit level database. Acquire all Standardized Test results from departments using them in lieu of Senior Assessments (SOE, SBM, nursing). Put Standardized Test scores into Exit level databases.	Check supply of Scantron forms and re-order if necessary.
	Follow Up Assessments (Alumni Survey)						
	Professional Development			HLC Conference, Chicago, IL			

Actor(s)	Component of Assessment	July	August	September	October	November	December
Assessment System Administrator	Assessment analyses and improvements to student learning				Re-read and revise Student Assessment Plan as necessary		
	Co Curricular Assessment				Check on assessments and improvement plans in co-curricular programs.		
	LiveText Keycode Management	Distribute keycodes to new instructors and students for Summer I term	Distribute keycodes to new instructors and students	Re-invite students to register for LiveText	Re-invite students to register for LiveText	Re-invite students to register for LiveText	
	LiveText Administration	Update course catalog, student roster and student profile for Summer I term	Update course catalog, student roster and student profile.	Update course catalog, student roster and student profile			
	Assessment and LiveText Training		Give Assessment Presentation to new faculty. Conduct new faculty Assessment and LiveText training during dead hours Tue/Thur in STEM computer lab	Conduct new faculty Assessment and LiveText training during dead hours Tue/Thur in STEM computer lab			
	Entry Level Assessments			Obtain entering freshman data from Institutional Research. Input data to Entry level database			
	Mid Level Assessments						
	Exit Level (Senior) Assessments				Oct 31 - First Senior Assessment scored in Office of Assessment and results returned to Chairs	Nov 25 - Second Senior Assessment scored in Office of Assessment and results returned to Chairs. Nov 30 - Senior Assessment scores entered into Colleague	Get fall Senior Assessment data from Scantron and from standardized testing services into Exit level databases
	Follow Up Assessments (Alumni Survey)		Review Alumni Survey and edit as necessary. Test edited Alumni Survey.	Obtain alumni emails from Career Services, Departments, Alumni Affairs, National Alumni Association. Update Alumni email list.	Complete Alumni Survey	Summarize and Analyze Alumni Survey data. Review Alumni Survey results with Director of Assessment.	
	Professional Development	HLC Professional Development Week					

Actor(s)	Component of Assessment	January	February	March	April	May	June
Assessment System Administrator	Assessment analyses and improvements to student learning					Compile data for assessment report.	Analyze longitudinal assessment data. Analyze rubric-based assessments. Analyze co-curricular assessments. Write preliminary assessment report. Submit to Vice Chancellor of Academic Affairs, Deans, Chairs, assessment point people, and Directors.
	Co Curricular Assessment			Check on assessments and improvement plans in co-curricular programs.		Early in May, request Assessment Reports from Co-Curricular programs	
	LiveText Keycode Management	Distribute keycodes to new instructors and students	Re-invite students to register for LiveText	Re-invite students to register for LiveText	Re-invite students to register for LiveText	Distribute keycodes to new instructors and students for Summer I term	
	LiveText Administration	Update course catalog, student roster and student profile.	Update course catalog, student roster and student profile			Update course catalog, student roster and student profile for Summer I term	
	Assessment and LiveText Training	Conduct new faculty Assessment and LiveText training during dead hours Tue/Thur in STEM computer lab	Conduct new faculty Assessment and LiveText training during dead hours Tue/Thur in STEM computer lab				
	Entry Level Assessments		Obtain entering freshman data from Institutional Research. Input data to Entry level database				
	Mid Level Assessments					Put CAAP exam scores into Mid level database.	
	Exit Level (Senior) Assessments			Mar 25 - First Senior Assessment scored in Office of Assessment and results returned to Chairs	Apr 20 - Second Senior Assessment scored in Office of Assessment and results returned to Chairs. Apr 25 - Senior Assessment scores entered into Colleague	Get spring Senior Assessment data from Scantron and from standardized testing services into Exit level databases. Acquire all Standardized Test results from departments using them in lieu of Senior Assessments (SOE, SBM, nursing). Put Standardized Test scores into Exit level databases.	
	Follow Up Assessments (Alumni Survey)						
	Professional Development						